

History Curriculum & Progression of Skills Overview (with Key Takeaways Grid)

Contexts covered across the school (2-year cycle: Cycle A/Cycle B)			
EYFS	KS1	LKS2	UKS2
Ourselfs and Our Family <i>(personal history)</i> Schools Now and Then Bonfire Night Local History <i>(school changes over time)</i> Traditional Tales <i>(differences in technology, lifestyle, toys)</i> [EYFS runs on a one-year cycle]	The Great Fire of London William The Conqueror & The Normans Saughall Local Study (Arts Focus) 1969 Moon Landing Guy Fawkes/Gunpowder Plot Saughall Local Study (Humanities Focus)	Stone Age/Iron Age Britain Ancient Egypt Romans in Britain Mayans	Britain's Settlement by Anglo-Saxons Vikings vs Anglo-Saxons in England Battle of Britain Fashion in the 20th Century [Thematic] Ancient Greece <i>Literacy: The Titanic</i>

Progression of Skills - History

Pupils are taught the general knowledge, understanding and skills needed to engage in historical enquiry, as well as the specific knowledge and Below are the skills and endpoints for each phase.

EYFS

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*
- *Make comments about what they have heard and ask questions to clarify their understanding.*

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Historical Oracy	• I can show what I have learnt through drawings, models, art, photographs and drama. • I can share what I have found out by telling someone.	• I can present to others what I have found out. • I can use drama to deepen my understanding of a historical event.	• I can use my historical understanding and empathy to communicate my ideas. • I can organise a presentation about a historical event, person or source and answer questions about it.
Knowledge and Understanding	• I can give examples of things that were different in the past. • I can recount an event from history. • I can recount the life of someone famous from Britain who lived in the past, outlining what they are remembered for.	• I can describe events from the past and the dates they happened. • I can talk about some of the times Britain has been invaded. • I can talk about a historical change in our local area.	• I can summarise the main events of a period of history, explaining the order of events and what happened. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can explain more broadly how our locality has changed over time.

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Chronology	- I can use words and phrases like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ to describe the passing of time. - I can sequence events and changes in my own lifetime. - I can sequence past events and changes of the that I’ve learnt about.	- I can use my mathematical knowledge to work out how long-ago events happened. - I can plot events on a timeline using formal language (centuries, era, etc.) - I can use my mathematical skills to round up time differences into centuries and decades.	- I can place features of historical events and people from past societies and periods in a chronological framework. - I can describe the main changes within a period of history. - I can use a timeline to demonstrate changes and developments over time in a given theme or aspect.			
Perspective	- I can appreciate that people in history can often be seen in a positive and negative light, depending on whose perspective is taken. - I can role-play someone living during the period/event that I am learning about.	- I can discuss why different accounts of the same historical event exist. - I can orally retell an event from the perspective of having been there. - I can write a report/diary/letter/newspaper article (etc.) from the perspective of having been there.	- I can communicate different viewpoints (orally and in writing) - I can identify and attempt to explain inconsistencies when comparing two contemporary accounts of an event in history			
Causation and Consequence	- I can explain how some people have helped us to have better lives. - I can explain how an event from the past has shaped our lives today.	I can discuss the cultural influences of past civilisations on our local area.	- I can summarise how Britain has influenced and changed other parts of the world. - I can summarise how Britain may have learnt from other countries and civilisations around the world, both historically and more recently.			
Considering Evidence	- I can research the life of a famous person from the past using more than one source of evidence. - I can use books and the internet to help me to answer questions about the past. - I can attempt to explain what an object from the past might have been used for. - I can find out things about the past by talking to someone who lived during that time.	- I can explain how historical items and artefacts can be used to help build up a picture of life in the past. - I can attempt to research the answers to increasingly broader historical questions. - I can compare two accounts of the same events and identify any differences.	- I can frame my own historical question about something I’ve been learning about and investigate it. - I can choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to a historical question. - I can make reasoned inferences as to what an object from the past might have been used for. - I can identify propaganda and explain its contemporary purpose.			
Primary Vocabulary	after before event now recent past present time	artefacts began museum people person recount source timeline younger older	century chronology date decade era evidence invade peace settle war	ancient archaeology civilisation conquest democracy discover enemies excavate monarchy parliament	ancestor citizen cultural empire legacy media political press social trade	chronologically continuity government hypothesis immigration industrial interpretation propaganda religious technological
EYFS	today yesterday tomorrow the past	day week month year	calendar long ago old new	parent grandparent great grandparent	clue memory remember	lifetime who what

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Key Takeaways

Key Knowledge and Understanding that the children are expected to have taken from each lesson. **Red items apply only to children working at Greater Depth.**

Key Stage 1

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Great Fire of London	- Quality of life in the mid-17th Century (poor sanitation; crowded wooden houses; no running water; market-street shopping; candle/lantern light; coal and wood smoke; no police or fire brigade) - Examples of entertainment in the 17th Century (maypole dancing; fairs and markets; street performers; theatre and plays; bear-/cockfighting (in some places); listening to the town crier) - Conditions of London in 1666 (narrow, twisting lanes; houses built close together; lots of thatch/timber; rubbish in streets; strong smells; many fire hazards) - How improvements in technology and understanding change over time	- The materials used to build/extend houses in the mid-17th Century (timber frames; wattle and daub; thatched roofs; tar and pitch stored in warehouses; jettied upper floors over streets) - The rules for housebuilding in 1666 (houses projected over roads; little spacing between buildings; cheap materials used; few safety regulations) - The differences between richer and poorer areas of London in the 17th Century (wealthy stone/brick vs poor timber; wider streets vs cramped alleys; private wells vs shared pumps; riverfront warehouses storing fuel)	- How/where the fire started (Pudding Lane bakery; night-time spark from oven; near Thames warehouses; dry summer conditions) - How the fire spread (strong wind; closely packed houses; flying sparks; thatched roofs; stored tar/oil/wood) - That the things we know about the Great Fire of London come from a range of sources (diaries (e.g., Pepys); official records; letters and newspapers; maps and drawings; artefacts/building remains) - That different sources can offer us evidence of varying reliability (eyewitnesses disagree; later retellings add myths; some writers biased; pictures not always accurate)	- Why the fire spread so quickly (high winds; dry weather; timber and thatch; narrow streets; stored fuel in warehouses; slow response at first) - That 17th-century English was spoken and written differently to how it is today (different spellings; long 's' letter; formal styles; words now uncommon)	- People with nowhere else to go set up camps outside of the city (tents in fields; makeshift shelters; on hills outside walls; sharing with strangers) - Some people stayed with friends and family (moved to relatives' homes; stayed in inns; crowded lodgings) - Where they themselves might go if they lost their home (stay with family; nearby town or village; community halls; temporary shelters)	- The importance of using brick and having wider streets when rebuilding London after the fire (brick/stone resist fire; gaps slow spread; planned street grid; built-in firebreaks) - That the Great Fire of London led to a change in the layout and style of London's buildings (new building codes; no jettied upper floors; wider main roads; more open squares)	- For people alive after the fire, there was a positive legacy (cleaner, safer city; new jobs rebuilding; less plague risk; better roads and services) - The terror and hardship that people in London went through at the time (loss of homes and shops; families separated; smoke and heat; fear and panic) - How answers to questions can change, dependent on perspectives (rich vs poor accounts; shopkeepers vs officials; eyewitness vs later historian; different priorities)



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	(brick replaces timber; wider streets; fire hooks/firebreaks then organised brigades; safer building rules; better pumps and water supply)						
Saughall Local Study	- That online video didn't exist when their parents were little (no streaming; few TV channels; videos on tapes/DVDs; cinema or live TV) - That Conkers is part of the old Thomas Wedge school building (same site reused; old features remain; building repurposed for community) - That some things change over time, but other things sometimes remain unchanged (roads still in same place; new shops replace old; park/village hall still central; technology changes homes)	- That the school in the aerial photo is something in living memory (people alive remember it; teachers worked there; buildings recognisable today) - That some of our teachers worked in the school in the photo (first-hand stories; photos and memories; links to present)	- That Saughall looked different 18 years ago (fewer or newer houses; different shop names; more open fields; car parking changed) - That villages like Saughall have certain central places that have been important to the community throughout recent history (church; school; village hall; pub/shop; playing fields)	- That we can use landmarks to identify and compare old and new photographs (church tower as fixed point; junction shapes; bridge/pond/green; rooflines) - That most of the main roads and buildings of Saughall are still in the same place now as they were around a century ago (road layout matches; long-standing farms; older houses on same plots; names carried forward)	- That we can learn about the past by talking to someone alive during the time we have questions about (interviews/oral history; family stories; ask dates/events; compare memories) - That our knowledge and understanding of the past changes with new evidence (new photos found; memories shared; finds during building works; archives digitised)	-	-
William the Conqueror & The Normans	- William was born in Normandy, France (across the Channel from England; French-speaking duchy; links to Viking ancestry) - William became a Duke at a very young age (inherited title as a child; had guardians; many rivals for power)	- Life of 11th Century peasants in Normandy (worked the land; paid taxes/rents; simple wooden homes; little travel) - What they did (farming and herding; weaving and simple crafts; harvesting with basic tools) - What they ate and drank	- It is believed that Harold promised William the throne (oath on Bayeux Tapestry; Norman claim based on promise; disputed by English sources) - The Witan made Harold king and not William (council chose Harold; elected quickly after)	- The Norman army was made up of infantry, archers and cavalry (foot soldiers with shields; archers with bows; horsemen/knights with lances) - What equipment a typical Norman soldier would carry (kite-shaped shield; mail hauberk; helmet with	- How the Anglo-Saxon shield wall worked (overlapping shields; tight ranks on high ground; held firm against charges) - That the Anglo-Saxons broke ranks to chase the routing Normans (fake retreat drew them out; line became ragged; lost protection of wall) - That the Anglo-Saxons eventually fled and the	- A simple understanding of the Harrying of the North (brutal campaign in north; villages burned; farms destroyed; to stop rebellion) - That William and the Normans were responsible for building many extravagant cathedrals in England	-

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	The Lords of Normandy were hostile towards William (plots and rebellions; William fought to keep control; rewarded loyal nobles)	(bread and pottage; vegetables and occasional meat; ale or watered drinks) - What they wore (woollen tunics; simple cloaks; leather shoes; head coverings) - That 11th-century peasants worked for a Lord (owed labour; paid rents/dues; used lord's mill/oven; protection in return)	Edward's death; local support in England) That William decided to invade England when Harold became king (gathered ships and soldiers; sought support from Europe; crossed the Channel in 1066)	nose guard; spear/sword/bow) The Norman army was unique in its use of cavalry (shock charges; mobility and speed; trained warhorses; disciplined formations)	Normans chased them down (Norman cavalry pursued; English line collapsed; Norman victory at Hastings)	(Romanesque style; rounded arches; massive stone churches; Durham/Winchester examples) - That William introduced the idea of building stone castles to England (motte-and-bailey designs; stone keeps later; control over towns/roads) - That it is often difficult to simplify someone from history as a 'good guy' or a 'bad guy' (different perspectives; winners write histories; mixed consequences)	
1969 Moon Landing	- What a typical school day routine might be like for a 1960s child (blackboard and chalk; handwriting practice; singing assemblies; milk at break; strict uniforms in many schools) - What children might have done in school (filmstrips/overhead projectors; times tables by rote; ink pens; country dancing/PE) - That children were often allowed out by themselves (played on streets; walked to school alone; fewer cars than today)	- That the First Moon Landing was followed by people all around the world (live TV broadcast; crowds at shop windows; radio updates; newspaper front pages) - How people followed events of the First Moon Landing in 1969 (television at home; public viewing in halls; radio commentary; next-day newspapers) - Neil Armstrong's famous first words on the Moon ('one small step for man...'; said as he stepped off the ladder; quoted ever since)	- That historical evidence is taken from a range of sources (photos and video; mission transcripts; rock samples; newspaper reports; museum artefacts) - The different types of evidence available to a historian studying the 1969 Moon Landing (NASA records; astronaut interviews; TV footage; tracking data; newspaper archives) - Appreciate, following discussion, that the nature of the evidence for the Moon Landing leads	- What specific things the Apollo 11 team got up to while on the moon (collected rock/soil; set up experiments; took photos/TV; planted flag; spoke to mission control) - How movement was different on the moon (low gravity hopping; slow-motion steps; harder to bend in suits; dusty surface) - An understanding of the sheer awe that the astronauts might have felt when stepping out onto the moon (Earth rising over horizon; silence and darkness; seeing	- Some of the dangers facing the Apollo 11 team in their mission to the moon (launch/landing risks; spacesuit failure; engine problems; radiation/micrometeorites) - Some understanding of how the rocket launch worked and how they returned (Saturn V multi-stage rocket; lunar module descent/ascent; docking in orbit; splashdown on Earth)	- A reason in support of sending astronauts on future missions to the moon (new science; inspiring young people; testing tech for Mars; international cooperation) - A reason against sending astronauts on a future mission to the moon (costs are high; robots can do tasks; risk to life; money could fund services)	- Recall some significant elements of the Moon Landing (1969 date; Neil Armstrong and Buzz Aldrin; Eagle lunar module; Sea of Tranquillity) - Name something that best represents the moon landing for them (footprint photo; Saturn V rocket; flag on the moon; mission patch)

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		How the First Moon Landing compares to any other great events of modern times (shared global moment; technological milestone; inspired science/engineering; debated for decades)	some people to disbelieve it. (claims of staged photos; shadow/light confusion; flag movement questions; countered by physics and telemetry)	footprints in dust; a human first)			
1605 Gunpowder Plot	[Elicitation]	- That Guy Fawkes, along with other people, didn't like who was in charge of England (King James I on the throne; religious tensions; Catholic plotters disagreed) - That a group of people, including Guy Fawkes, tried to kill the King of England (plan to blow up Parliament; barrels of gunpowder hidden; several conspirators) - That Guy Fawkes was captured before he could light the barrels (caught in the cellars; torch and fuses found; guards stopped the plot) - That the king's soldiers forced Guy Fawkes to tell them who else helped him (interrogation in the Tower; names of accomplices; arrests followed)	- A reason in support of continuing to burn effigies of Guy Fawkes on Bonfire Night (keeps history alive; tradition and community; reminder to protect Parliament) - A reason against continuing to burn effigies of Guy Fawkes on Bonfire Night (could upset some people; focus on safety/fireworks instead; remember history in other ways)	-	-	-	-

Lower Key Stage 2

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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Stone Age and Iron Age Britain	- That Britain was once covered in ice (glaciers covering northern Britain; ice sheets shaping valleys; lower sea levels forming land bridges; presence of mammoths and woolly rhinos) - That the earliest settlers were hunter-gatherers, who lived in caves (moved seasonally following herds; used flint tools for hunting; lived in caves or simple shelters; ate berries, nuts, roots, and meat)	- That farming was developed during the Stone Age (first crops planted; animals domesticated; people settling in one place; simple wooden and stone tools used) - The significance of farming and domestication of animals/crops (surplus food stored; villages growing larger; animals providing milk and wool; more reliable food supply than hunting) - Can use some of the correct terminology to describe different stages of the stone age (Palaeolithic – old stone tools; Mesolithic – microliths; Neolithic – farming introduced; polished stone tools)	That Skara Brae changed our view of life in Britain at that time (stone houses preserved; furniture built into walls; evidence of organised community; insights into Neolithic life)	- That Stonehenge was built around 5,000 years ago (constructed in Neolithic times; older than many pyramids; aligned with sun movements; large stones placed precisely) - It was built in stages (initial earth bank; bluestones added later; sarsen stones erected after; construction over centuries) - How Stonehenge was likely built (stones moved using sledges; ropes lifting stones upright; wooden frames supporting stones; teams working together) - That there were other similar constructions at that time (other henges found; long barrows built; timber circles also used; burial mounds common) - How it might have been used, based on evidence (aligned with solstices; ceremonial gatherings; seasonal rituals; community events)	- Characteristics of life in an Iron Age hill fort community (roundhouses; defensive ditches; farming communities; metal tools used daily) - Understand that artists' impressions are based on fragments of understanding (artists using archaeological clues; clothing colours guessed; house layouts reconstructed; details interpreted from evidence)	- Give reasoned suggestions why 52 bodies were found at Maiden Castle, dating back to around 50CE (injuries showing warfare; Roman assault likely cause; many buried quickly; weapons matching Roman tactics) - Identify more likely and less likely possibilities (battle most probable; disease less likely; ritual killing unlikely; injury evidence supporting battle theory)	-
Ancient Egypt	Locates Ancient Egypt in time and place and mentions at least 2 iconic	Locates the Nile valley on a world map and makes	Gives at least 2 different types of evidence used to learn about Ancient	Understands that Ancient Egypt was a hierarchical society.	To sequence the stages of mummification.	To understand that there were other major civilisations	-

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	features of Ancient Egyptian civilization. (pyramids at Giza; the Sphinx and temples; pharaohs ruling Egypt; hieroglyphic writing; mummification practices; civilisation along the River Nile) Identifies features that would NOT have been present in Ancient Egypt from an anachronism picture e.g. tractors, thermos flasks.	deductions from map evidence. (Nile flows north; green fertile land along the river; desert stretching either side; villages and towns located near the riverbanks) - Understands that the Nile was important to the Ancient Egyptians (annual flooding leaving rich soil; main water supply in desert; transport route for goods; supported farming and fishing) - Identifies at least 2 reasons why the Nile was important (Provided water for crops/irrigation, flooding created fertile soil, created mud for bricks and pots, allowed for fishing, availability of reeds for papyrus, key means of transport) (fertile soil for growing crops; mud used for bricks and pottery; fish as a food source; reeds used to make papyrus) - Understands that water was stored in canals and ditches. (canals carried water into fields; ditches held water during dry times; farmers controlling floodwater;	Egypt (pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs) (wall paintings showing daily life; jewellery and tools found in tombs; papyrus scrolls recording laws or stories; carvings and inscriptions on temples) - Appreciates that most of our understanding of the Ancient Egyptian civilization has developed within the last 200 years. (Rosetta Stone decoded in the 1800s; many tombs discovered recently; modern archaeology revealing new details; scanning technology helping study mummies) - Appreciates that the Ancient Egyptians wrote differently to us (hieroglyphics) (symbols representing sounds or words; written in rows or columns; direction shown by way symbols face; used on tomb walls and papyrus) - Postulates as to why, when his predecessors were entombed in great pyramids, King Tutankhamun was	(pharaoh at the top; priests and nobles beneath him; scribes and skilled workers; farmers forming the largest group; slaves at the bottom) - Understand that most men worked as farmers or were slaves. (farmers planting and harvesting; men repairing canals for irrigation; slaves doing heavy labour; grain grown as the main crop) - To appreciate that the things we know about the Ancient Egyptians and their way of life are mostly deductions and inferences based on evidence that we have discovered over time (interpreting wall paintings for clues; studying tools to learn about jobs; examining burial goods for beliefs; comparing tombs to judge wealth or status)	(removal of organs; drying body with natron; wrapping body in linen; placing amulets and coffins) - Appreciates that not all people in Egyptian society, indeed very few, were important enough to warrant being mummified. (mummification costly and time-consuming; only wealthy families afforded it; ordinary people buried simply; quality depending on wealth) - Discusses some of the stages of a person's journey to the afterlife. (heart weighed by Osiris; travelling through dangerous underworld; spells from Book of the Dead used; reaching the Field of Reeds if successful)	elsewhere in the world at this time (Indus Valley with planned cities; Shang Dynasty with early writing; Mesopotamians building ziggurats; trade connecting these regions) - Locates at least one of them approximately on a map (Indus Valley in South Asia; Shang Dynasty in northern China; Mesopotamia in modern Iraq; general regions rather than exact borders) - Can give at least two similarities between one of these ancient civilisations and Ancient Egypt (both developed writing systems; both farmed near rivers; both worshipped many gods; both built large temples or monuments)	
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		irrigation keeping crops alive in dry seasons)	not (the time it took to build pyramids vs the young age at which King Tut died) (pyramids taking decades to build; Tutankhamun dying unexpectedly young; New Kingdom pharaohs using hidden tombs; pyramids too easy for thieves to find)				
Roman Britain	PART 1 - To understand that the Roman Empire existed at the end of the Iron Age (Roman Empire controlling lands around the Mediterranean; Roman legions active across Europe; Britain still tribal and Iron Age; Roman trade reaching Britain before invasion) - Two key differences between a typical Roman settlement and a typical Iron Age settlement of Britain (layout - smaller and irregularly placed, round buildings/larger and highly planned, often in a grid, rectangular buildings; materials – timber, wattle & daub, thatch/stone, brick, underfloor	- To understand the personal motivation of Boudica to rebel against the Romans (her husband left them half of their land when he died but they still wanted more; she and her daughters were publicly humiliated when they refused to give up their land; they raised taxes) (Romans seizing Iceni lands; Boudica and daughters punished; heavy Roman taxes; Iceni wanting independence) - To understand that Boudica has been interpreted in different ways (Roman writers portraying her negatively; modern historians seeing her as heroic; artwork showing	To explain why the Roman army was so powerful (very disciplined, well-trained and organised, excellent equipment and armour, trained in tactics like the <i>testudo</i>, would be full-time soldiers for 20 years – likely very experienced; very good road networks to move along; very good morale because of the continued success, enormous numbers – up to 350,000 across the empire) (strict discipline and training; <i>testudo</i> shield formation; advanced armour and weapons; experienced long-service soldiers)	To identify ways that the Celtic lifestyle changed under Roman rule (emergence of towns as administrative centres; growth of markets, industries and trade – access to new luxuries; rectangular towns with buildings and two perpendicular, intersecting roads running North/South and East/West through the town – easier navigation; popularisation of theatre and other forms of entertainment, such as circuses; improved sanitation and hygiene) (Celtic villages replaced by Roman towns; markets expanding with	To explain why the Roman Empire came to an end (empire got so large and sprawling it became increasingly difficult to administrate and coordinate; invasion by the Huns and Visigoths, 'barbarians' from Northern and Central Europe; overspending led to inflation and increases in taxation - more unrest; corruption and political incompetence; sheer cost of maintaining all of the advanced infrastructure; Romans converted to Christianity, which taught peace and already limited money started being	To list two legacies left by the Romans (roads; towns and cities; Latin language and script; buildings and architecture – stone buildings, arches and central heating; baths and toilets in towns; laws and government; the calendar; formalised and standardised the use of coins – previously tribes would mint their own and they weren't widely used other than by wealthier merchants etc.; monotheistic religion, Christianity – tribes would previously have been polytheistic and followed pagan deities to represent lots of different aspects of life; Latin	- To understand that there are differences in the way that historical characters have been portrayed in books (authors choosing different viewpoints; Roman sources biased; modern books giving Celtic perspectives; illustrations varying widely) - To understand that events from 2000 years ago are difficult to describe accurately because of the gaps in the evidence (few written sources surviving; archaeology giving incomplete fragments; some accounts exaggerated; historians

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	heating; no roads or sanitation/paved roads, aqueducts, drainage systems, baths) (Roman towns planned as straight grid patterns; Iron Age settlements arranged randomly with roundhouses; Romans built in stone and brick; Romans had drains, baths and paved roads) PART 2 Two reasons why Claudius wanted to conquer Britain (the precious metals: tin, gold, silver; high population/potential slaves; lots of cows and sheep; fertile farmland; to prove that he was a capable general, despite his stammer and stumble; fame and wealth) (Britain rich in metals like tin, gold and silver; large population useful for taxes and slaves; fertile farmland valuable to Rome; Claudius seeking military success)	contrasting interpretations; sources giving different viewpoints)		new goods; straight Roman roads improving travel; Roman entertainment like theatres introduced)	used to build churches) (empire too large to control; constant invasions; economic problems and high taxes; weak and corrupt leadership)	numbers and Roman Numerals) (Roman roads still used; Latin influencing English; stone building techniques; Roman laws still shaping systems)	interpreting limited evidence)
Mayans	- Two reasons why the Mayan civilisation was significant enough to be studied today (built advanced cities with pyramids and temples; developed a complex writing	- Two reasons why the Mayan civilisation was able to flourish in the jungles and mountains of Mexico (used terrace farming on hillsides; cleared forest areas	Some features of everyday life in Mayan society (maize farming forming the main diet; craftworkers producing pottery and jewellery; busy markets for trading goods; families living in	- That we learn about the past from a range of sources (codices containing drawings and writing; stone carvings on temples; pottery found in ruins; archaeologists uncovering buried	That the Mayans routinely sacrificed humans to appease their Gods (rituals carried out at temples; offerings believed to honour or please gods; priests performing ceremonies;	Two possible reasons why the Mayan empire fell (severe drought reducing crop yields; wars between rival city-states; over-farming damaging land; decline in long-distance trade)	-

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	system; created accurate calendars; achieved major advances in mathematics and astronomy)	to create farmland; built trade networks with nearby city-states; grew crops suited to tropical climates like maize)	homes around central plazas) - That Mayan society followed a strict hierarchy (kings ruling city-states; priests and nobles beneath the king; craftsmen and traders forming middle groups; farmers and labourers making up most of the population; enslaved people at the bottom with few rights)	artefacts; building remains revealing city layouts)	sacrifices made during festivals or major events) - That the Mayans' moral values differed from those we hold in the UK today (belief that gods required blood offerings; acceptance of practices seen as harmful today; religion guiding decisions above personal wellbeing; cultural values very different from modern British beliefs)	Some reasons why the Mayan empire fell are interlinked (drought causing food shortages and conflicts; population growth putting pressure on farming; weakened cities easier to defeat in war; environmental damage leading to social unrest)	
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Upper Key Stage 2

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Ancient Greece	- Can locate Ancient Greece, Athens, Crete and Sparta on a map - That the Golden Age of Ancient Greece was around 500-400BCE - That Ancient Greece consisted of separate city-states (such as Athens and Sparta)	- What specific examples of Ancient Athenian life can tell us about the society in general - That the images on Athenian pots can be interpreted beyond the literal	- That someone's position in Ancient Greek society played a large part in their lifestyle - That slaves played a large part in Ancient Greek society - That modern sources disagree on some aspects of Ancient Greek life, so tentative language is often used ('perhaps')	- That there is limited evidence about women's roles in Ancient Greece, and so tentative language is needed (most sources are written by or focused on men) - That generally, historians believe that richer women tended to stay at home in charge of domestic affairs, with slaves more often running errands outside the home - That different sources give different	- Can give at least two of the five main reasons for the rise of Athens (location/port, resources – silver/lead/marble, trade links - skilled sailors/good ships, democracy – popular and sustainable, intellect – many intellectuals were drawn to live there) or the defeat of the Persian threat - Can give at least two reasons why the Athenians were able to win the Battle of Marathon (surprising		- The Olympic Games got their name from the city where they started, Olympia - Can give at least two differences to modern Olympics (athletes competed naked, false starters were flogged, started as a 1 day/then 3 day/then 5 day event, no medals, was a religious festival – sacred truce declared each time, main event

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				reasons for why wealthier women might have left the house less often (conversely to the point above, richer women may have had jobs to leave the house for, where slave women would have tended to domestic affairs at home)	the Persians with their aggression/charging, modifying the battlefield to bottleneck the Persians, retreating their centre line to draw in the overeager Persians and flank them, weak wicker armour of the Persians vs the better Athenian equipment)		was a sacrifice to Zeus, married women could not attend, unmarried women could only compete in the Heraean games for women, discus were made from bronze, the pentathlon consisted of discus, javelin, standing jump, running, and wrestling)
Fashion through the Ages	- Recognise and comment on how fashion has changed over the past Century (comment on the features of fashion of different decades) - Suggest ways that popular fashion can be influenced (royalty, popular figures, utility/industry)	Identify at least one feature of Tudor fashion, including the differences between the richer and poorer people in terms of clothing (Layers: to show status and keep warm; bright colours: deep purple, crimson, gold were extremely expensive; silk, velvet, satin, lace, fur; patterns and embroidery: gold thread, jewels, and pearls; stiff, structured shapes: farthingales (hooped skirts) and corsets for women, doublets (tight jackets) and puffed shoulders for men; ruffs; jewellery. Duller browns and greens for poorer people who couldn't	- Simple appreciation of what the Industrial Revolution refers to (a time when machines and factories changed how people worked and lived) - Some understanding of how the IR affected the clothing worn by workers and wealthier people, respectively (Workers: sturdier outfits, tougher materials like denim or heavy cotton, darker colours to hide dirt and grease, homogenised mass-produced uniforms Wealthy: machine-printed patterns, cheaper clothes led to vastly expanded wardrobes and a wider range of styles, brighter, more long-	[Lessons 4 and 5] - Identify at least one key-feature of wealthy women's fashion during the Edwardian/Titanic era (S-shaped silhouette – chest forward, hips back; long flowing dresses with intricate decorations, light pastel colours, silk/lace/chiffon/satin showed wealth and status, lace and embroidery, gloves and parasols, glamorous evening dresses with opera gloves, jewellery and shawls or wraps) - Appreciation that travellers on the Titanic were separated into three classes based on their wealth and	[Lessons 6 and 7] - Basic understanding of what happened in Britain during World War 2 (bombing, evacuation, rationing, limited materials, changing role of women) - Identify at least two factors that influenced clothing during World War 2 (rationing, clothes needed to last a long time; make do and mend meant clothes were repaired or repurposed rather than being replaced; no unnecessary fabric being used meant no frills or decorations; government-made utility clothing was affordable and long-lasting; women's role made trousers, overalls, headscarves	- Identify at least 2 features of fashion during the 1960s (bright, bold colours and patterns; mini skirts; Mod fashion – block colours, go-go boots, straight simple A-line dresses, sharp lines; Hippie/Flower-Power style – loose floaty clothing, tie dye, beads, headbands, flowers and peace-symbols; new materials gave rise to PVC and metallic fabrics, allowing shiny and futuristic space-age styles; pixie cut (popularised by Twiggy); shift dresses – straight dresses that hang from the shoulders) - Identify an influential designer of the 1960s	Recognise and comment on how fashion has changed over the past Century (comment on the features of fashion of different decades) Suggest ways that popular fashion can be influenced (royalty, popular figures, utility/industry)

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		afford dyed clothes, accessible materials like wool and linen, fewer layers, little to no embellishment, repaired garments) - Identify the types of people that would have worn a ruff during Elizabethan times (wealthy, status-minded, fashion-conscious) - Discuss the practicalities of wearing a ruff and how it might have affected daily life for those who wore them	lasting colours from chemical dyes, elaborate trims and details became easier and therefore more prevalent, status-symbols/statement clothing) Outline the concept and origin of a mourning brooch (to show respect and sadness after a loved-one's death, sometimes contained a memento of the loved one, part of strict Victorian rules around mourning and behaviour, popularised by Queen Victoria upon Prince Albert's death)	status and their clothing reflected this (3rd class: labourers, factory workers, farm workers, miners, servants, maids, immigrant families; 2nd class: teachers, shop owners, office workers, doctors and nurses, clergy, engineers and skilled workers; 1st class: business owners, bankers, investors, politicians, high ranking government officials, aristocrats, famous people)	commonplace and more accepted; simpler suits for men with fewer pockets and smaller lapels) Identify a feature of women's clothing during WWII (Straight, simple silhouettes and designs, using less fabric; government-made utility clothing was good quality but of limited style; workwear such as trousers, overalls, and headscarves to tie long hair back; practical colours like navy, brown, grey and green; repaired and repurposed items; personality added with small hats, simple brooches or homemade accessories; shortages of Nylon meant stockings were hard to get hold of)	and comment on their style (Mary Quant – miniskirt and hotpants; Barbara Hulanicki/Biba – affordable trendy clothes for young adults, retro glamour; Ossie Clark – elegant, floaty dresses; Celia Birtwell – bold artistic prints, romantic patterned look; John Stephen – bold, colourful menswear; Mod fashion) Discuss who Mary Quant was and how she influenced fashion in the 1960s (British designer who popularised the mini skirt, appealed to the youth with designs using simple shapes and bright colours)	
Remembrance (The Home Front)	- Say what World War 2 was in basic terms (global war from 1939–1945; fought between Allies and Axis; affected soldiers and civilians; major battles across Europe and beyond) - Comment on how WWII impacted life in Britain (air raids and blackout rules; rationing of food and clothes; evacuation)	- Explain what we refer to when we say The Blitz (sustained German bombing of British cities; targeting docks and factories; night-time raids causing fires; civilians sheltering underground) - Identify at least two different sources from which they learnt about The Blitz	Explain what propaganda is and how it was used during WWII (posters influencing public behaviour; encouraging saving resources; boosting morale; reminding people to keep secrets)	-	-	-	-

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	of children; women working in new jobs) - Identify a similarity and difference between life during WW2 and life now (similarity: communities helping each other; difference: ration books and coupons; difference: air-raid shelters; similarity: government safety messages)	(photographs and newsreels; diaries and letters; government posters; museum exhibits)					
Impact of WW2 on the city of Liverpool	- Discuss the reliability of a memoir as a source (first-hand memories detailed; may include bias; useful for emotions; checked against other evidence) - Hitler's reported personal experiences in Liverpool/Bridget's memoir and how those memories might have influenced the German army's targeting of Liverpool (memoirs needing cross-checking; Liverpool targeted for docks; Atlantic convoys vital; strategic reasons stronger than personal stories)	- Discuss how the people of Liverpool would have felt when war was declared on Germany (fear and uncertainty; worry for families; concern about bombing; strong community spirit) - Can name two countries involved on either side of the war, and a neutral country (Allies: Britain and France; Axis: Germany and Italy; Neutral: Spain or Sweden; alliances shifting over time) - Can outline a specific event that caused a certain country to get involved in the war (Germany invading Poland; Japan attacking Pearl Harbor; US joining	- Can summarise and justify Evacuation of children from cities during WW2 (children moved to countryside; kept safe from bombing; stayed with host families; aimed to protect lives) - Appreciate that children would have had very different experiences of Evacuation, dependant on the families and areas that they were evacuated to (some welcomed warmly; others lonely or scared; rural life unfamiliar; experiences varied widely) - Can name two sources from which we can learn about evacuation (letters home; evacuee labels;	- Can summarise what is meant by The Battle of the Atlantic (struggle to keep sea routes open; U-boats attacking convoys; supplies reaching Britain; naval escorts protecting ships) - Can identify a reason why protecting the convoys of ships in the Atlantic was important (food needed for civilians; fuel for factories; weapons for troops; preventing shortages) - Recognises that German U-Boats were the main danger to Allied ships and can discuss how they were defeated (sonar detecting submarines; code-breaking helping convoys; escort ships protecting routes; air	- Can describe how VE Day was typically celebrated (street parties with bunting; music and dancing; shared meals; thanksgiving services) - Discuss how some families would have had mixed emotions (joy that war ended; sadness for lost loved ones; worry for troops still abroad; uncertainty about rebuilding) - Can explain why depictions of VE Day parties might vary (different areas affected differently; some neighbourhoods damaged; photographers capturing different moments; memories emphasising different feelings)		

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		afterwards; countries reacting to threats)	photographs; oral histories)	patrols reducing attacks)			
Vikings & Anglo-Saxons	- That the Anglo-Saxons came from northern Germany, Denmark and the Netherlands, and began arriving even before the Romans left Britain (movement beginning in the late Roman period; peoples migrating across northern Europe; links to areas around the North Sea; evidence from early written sources) - That Britain faced invasions from Picts, Irish and Saxon groups during the 4th century (Roman records describing border pressure; attacks from northern and western groups; Saxon raids on eastern coasts; invasions overlapping before Rome left) - That the Staffordshire Hoard provides evidence of Anglo-Saxon craftsmanship and culture (gold and garnet objects showing skilled metalwork; religious and decorative designs; items linked to warrior elites; buried treasure giving clues about society)	- That archaeologists use artefacts such as funerary urns to identify early Anglo-Saxon settlement locations (urns showing where communities lived; finds marking burial grounds; objects surviving better than wooden houses; artefacts helping map settlements) - That patterns on maps reveal where Anglo-Saxons lived in the 5th century (clusters of cemetery sites; distribution matching settlement spread; maps showing movement inland; evidence used to trace early arrivals) - That place-name evidence shows Anglo-Saxon influence across Britain (names ending in -ham or -ton; Anglo-Saxon language shaping local names; patterns across eastern and central England; place names showing early settlement zones)	- That early Anglo-Saxons were pagan and worshipped gods such as Tiw, Woden, Thor and Frig (names of days linked to these gods; stories showing beliefs and rituals; shrines and sacred places used; religion shaping early customs) - That missionaries from Rome and Irish monks played key roles in converting Britain to Christianity (St Augustine establishing church at Canterbury; Irish monks teaching from Iona and Lindisfarne; missionaries travelling to royal courts; conversion spreading through kingdoms) - That the Venerable Bede provides important historical evidence about conversion (Bede writing early English history; records of kings accepting Christianity; details of missionaries and beliefs; work used widely by historians) - That it took around 70 years for Anglo-Saxon kings to fully convert to Christianity	- That Alfred strengthened the kingdom of Wessex and defended it against Viking attacks (rebuilding defences after raids; organising strong local armies; creating fortified towns called burhs; resisting Viking advances successfully) - That Alfred promoted learning, education and the translation of important texts (inviting scholars to his court; supporting English translations of Latin books; encouraging learning for nobles; improving literacy across the kingdom) - That Alfred supported the development of Christianity and worked closely with church leaders (strengthening church law and teaching; building links with Christian centres; promoting religious education; using faith to unify the kingdom) - That Alfred is called 'the Great' because of his combined achievements (success in defending against	- That Anglo-Saxon houses were made from wood with thatched roofs and simple internal structures (timber posts supporting the frame; sunken floors in some buildings; hearth fires used for heat and cooking; evidence found from reconstructed models) - That everyday life included farming, cooking, weaving and craftwork (families growing food locally; women weaving cloth and making clothing; men farming and building; craftsmen producing tools and jewellery) - That children, adults and elders had different roles in Anglo-Saxon society (children helping with simple tasks; adults working to support the household; elders sharing advice and stories; roles differing by skills and strength) - That food, clothing, jobs and hobbies can be reconstructed using historical evidence (artefacts showing daily activities; remains found in settlements; written	- That modern images of Vikings are influenced by media, stories and later interpretations (horned helmets created by 19th-century artists; films shaping ideas about Vikings; cartoons exaggerating features; real Viking evidence showing differences) - That maps and timelines help us trace where Viking settlers came from (origins in Scandinavia; routes across the North Sea; settlements founded in Britain; timeline showing raids and migration) - That historians use reconstructions and artefacts to refine our understanding of Viking appearance and behaviour (objects showing daily life; reconstructed clothing based on finds; weapons and tools giving clues; reconstructions correcting myths)	- That the first recorded Viking raid in Britain took place at Lindisfarne in 793CE (monastery attacked suddenly; monks fleeing or captured; shock recorded by early writers; event marking start of Viking Age) - That monasteries were targeted because they contained wealth, food and vulnerable communities (religious sites storing treasures; poorly defended buildings; small groups living in isolation; valuable items drawing raiders) - That the attack shocked Anglo-Saxon society and marked the beginning of wider Viking raids in Britain (fear spreading across kingdoms; leaders preparing defences; raids increasing over decades; event remembered in chronicles)

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	- That the Anglo-Saxons migrated due to push factors and pull factors (pressure on homelands encouraging movement; climate or conflict reducing resources; Britain offering fertile farmland; wealth and opportunities attracting settlers) - That "English" began to be used as a term for southern Britons from the 8th century (early use linked to Anglian groups; term spreading with written sources; reflecting shared identity over time; evidence from early historians like Bede) - That we are still discovering new evidence about the Anglo-Saxons today (new archaeological finds each year; buried items revealing unknown stories; modern technology improving investigations; fresh discoveries adding to understanding)		(gradual change across different kingdoms; mixture of old and new beliefs at first; royal support helping spread the faith; conversion taking several generations) - That monasteries, churches and minsters helped spread Christian beliefs (centres teaching reading and writing; monks copying books and scriptures; buildings acting as community hubs; church names showing Anglo-Saxon origins) - That Lindisfarne became an important centre for Christianity in Anglo-Saxon England (monastery producing famous manuscripts; missionaries teaching across the north; holy site visited by believers; later linked to Viking raids)	Vikings; reforms in law and government; promotion of culture and learning; lasting influence across England)	descriptions from later sources; reconstruction drawings showing lifestyle)		
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